

recent town meeting on issues facing young people.

The environment needs a place in the modern high school curriculum. Without knowledge of the problems that face us, we cannot reverse their ill effect.

We're going to start off with a demonstration. Could you all stand up, please? Thanks. All right, we're going to start off with a couple of questions, and if your answer is "no," could you please sit back down.

Okay, our first question is: do you recycle at home?

Our second question is: do you compost at home?

Do you turn off the water when you brush your teeth?

Do you reuse your lunch bags or bring a cloth one?

Does your family buy recycled products?

All right, congratulations to any of you who are still standing (one or two)—you actually have some part in preserving our environment, and helping us to make this world a better place.

As an American Literature class, we compiled a survey, trying to find out how educated our high school was about the environment. We surveyed students in grades 9 through 12, as well as the faculty members. The questions ranged from, "what does EPA stand for?" to "how long are your showers?" to "how do you feel about the future of our world?" We discovered that many students didn't know much about environmental action programs—they didn't know the budget cuts would completely eliminate them. Students and teachers both felt that more time should be spent in the classroom discussing environmental issues, and that a definite part of the curriculum should be dedicated to it. It's not an issue only for science classes; it can be brought into every major course of study.

For example, we took a normal letter-writing assignment and transformed it into an environmental letter-writing campaign. We wrote letters to our Congressional delegation in Washington about budget cuts and other environmental issues. This is only one of the ways in which we've incorporated environmental education into our classroom, without completely altering the basic curriculum. And we have these letters, and later on we'd like to give them to you, Congressman. Congressman SANDER. That was a very creative and interesting testimony. I think the essence of what you're saying is that if people think in an environmentally conscious way, we can have a profound impact on the environment. In a broader sense, what would you describe as the major environmental crisis our planet faces?

Answer. We've concentrated mostly on the budget cuts planned in the environmental action programs such as the EPA. The drastic cuts would completely eliminate clean water acts, safe drinking water, the state revolving funds that allow cities and counties to create protective water systems, such as sewer treatment plants. . . . Our second presentation will cover more of that.

TRIBUTE TO OFFICER HORST WOODS

HON. STEVEN SCHIFF

OF NEW MEXICO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. SCHIFF. Mr. Speaker, I rise today to pay tribute to officer Horst Woods, who was killed in the line of duty at the Veterans Administration Hospital in Albuquerque, this past January.

Officer Woods spent his entire adult life serving his country. He retired from the Navy in 1993, after 25 years of service, as a master chief. He served 5 tours of duty in Vietnam, and served also in the Libyan crisis and the Persian Gulf war.

Officer Woods was 46 years old, and is survived by his wife Linda, and his two children Matthew and Summer. Recently, he was memorialized at New Mexico's State Law Enforcement Academy.

Our community, State, and Nation owe officer Woods, and all those who have died in the line of duty, our eternal gratitude and the vow that their sacrifice will not be forgotten.

"WE THE PEOPLE" COMPETITION

HON. MIKE WARD

OF KENTUCKY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. WARD. Mr. Speaker, last month more than 1,300 students from all 50 States and the District of Columbia came to Washington to compete in the national finals of the We the People * * * The Citizen and the Constitution program. I am proud to announce that 23 senior government students from Louisville Male High School represented the Commonwealth of Kentucky. These young scholars worked diligently to reach the national finals by winning local competitions in their home State and then competed against 49 other classes throughout the Nation wherein they demonstrated a remarkable understanding of the fundamental ideals and values of American constitutional democracy.

The distinguished members of the team from Louisville Male High School, who represented my home State of Kentucky, were Abby Alster, Jil Beyerle, Lori Buchter, Adam Burns, Melissa Chandler, Sienna Greenwell, Patrick Hallahan, Nicole Hardin, Tony Heun, Michelle Hill, Patricia Holloway, Cammie Kramer, Kevin Laugherty, Anne-Marie Lucchese, Astrud Masterson, Kimberly Merritt, Tiffany Miller, Matthew Parish, Angela Rankin, Dana Smith, Danielle Vereen, Maleka Williams, and Jamie Zeller.

I would also like to recognize their teacher, Sandra Hoover, who deserves much of the credit for the success of the team. The district coordinator, Diane Meredith, and the State coordinator, Deborah Williamson, also contributed a significant amount of the time and effort to help the team reach the national finals.

The We the People * * * The Citizen and the Constitution program is the most extensive educational program in the country developed specifically to educate young people about the Constitution and the Bill of Rights. The 3-day national competition simulates a congressional hearing in which students' oral presentations are judged on the basis of their knowledge of constitutional principles and their ability to apply them to historical and contemporary issues.

Administered by the Center of Civic Education, the We the People * * * program now in the 9th academic year, has reached more than 70,400 teachers and 22,600,000 students nationwide at the upper elementary, middle, and high school levels. Members of Congress and their staff enhance the program by discussing current constitutional issues with students and teachers.

The We the People * * * program provides an excellent opportunity for students to gain an informed perspective on the significance of the U.S. Constitution and its place in your history and our lives. I wish these students the best of luck in their continuing studies and want them to know how proud we as a community are of their achievements.

RABBI BEN GORRELICK'S 90TH BIRTHDAY

HON. JOE KNOLLENBERG

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. KNOLLENBERG. Mr. Speaker, I rise today to honor a special person—Rabbi Benjamin Gorrellick, of Southfield.

This week Rabbi Gorrellick will be honored on his 90th birthday for his service and commitment to our community.

As Rabbi Gorrellick has said, one may retire from the pulpit, but one can never retire from their calling. His dedication, his loyalty, and his leadership are a tribute to his ability to bring people together.

Born in Russian-dominated Poland, Rabbi Gorrellick came to America at age 15. Upon his arrival in New York, he enrolled in elementary school without knowing a word of English. After completing eight grades in just 18 months, he whizzed through high school and enrolled in City College of New York.

After graduating from CCNY, he moved on to Harvard where he received a master's degree in sociology. More importantly, at Cambridge he met his wife, Sarah, to whom he was married for 36 years until her death in 1975.

Ordained as a rabbi from the Jewish Theological Seminary in 1933, Gorrellick graduated top of his class and went to pulpits in Brooklyn, Cambridge, and Albany.

During World War II, the rabbi was a U.S. Army Chaplain in Europe for 13 months. While in Belgium, he helped support 10 Jewish orphanages caring for young people and children who survived Hitler. Hundreds of Jewish orphans were aided by his efforts.

He came to Detroit in 1949 where he became spiritual leader of Congregation Beth Aron. Later, he would help build Beth Achin, serving the human and spiritual needs of the community.

His leadership with national and local Jewish and civic organizations is evident in his long list of activities.

Good luck and thank you for your strong moral and spiritual leadership, Rabbi Gorrellick. You are an inspiration to all of us. I am delighted to wish you well in all your endeavors.

STATEMENT BY A.J. FERRITER REGARDING THE INFLUENCE OF LOBBYISTS

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 29, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed